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ABSTRACT

In 1966 when initial planning for desegregation in Peoria, Illinois began, minority students were concentrated in 9 of Peoria's 39 schools. Twenty of the city's schools had white enrollments of more than 98%, indicating the most minimal percentage of minority students in more than half the city's schools. Four schools were totally white. The desegregation plan implemented in 1968 called for the realignment of school boundaries, the use of the middle school concept, a building program for new schools, one way busing, desegregation training and preparation programs for teachers and staff, increasing efforts to hire minorities, and improvement of the curriculum through use of multiracial materials. Community leaders in the city including school board members, business leaders, school administrators, civil rights leaders, and, to a limited extent, teachers, parents, political leaders, and the religious community gave early support to desegregation. The plan has failed to live up to the expectations of many community leaders. It has failed to eliminate segregation from the district's schools, it has failed to reduce the growing gap between minority faculty employment and minority student enrollment, and it has failed to initiate the middle school program which was designed to bring about desegregation as well as improved educational quality. (Author/AM)

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SCHOOL DESEGREGATION IN PEORIA, ILLINOIS

A STAFF REPORT OF THE
UNITED STATES COMMISSION
ON CIVIL RIGHTS

June 1977

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PREFACE

The United States Commission on Civil Rights released on August 24, 1976, its report to the Nation: Fulfilling the Letter and Spirit of the Law: Desegregation of the Nation's Public Schools.

The report's findings and recommendations were based upon information gathered during a 10-month school desegregation project. This included four formal hearings (Boston, Massachusetts; Denver, Colorado; Louisville, Kentucky; and Tampa, Florida); four open meetings held by State Advisory Committees (Berkeley, California; Corpus Christi, Texas; Minneapolis, Minnesota; and Stamford, Connecticut); a survey of nearly 1,300 local school districts; and 29 case studies of communities which had difficulties with desegregation, had moderate success with desegregation, or had substantial success with desegregation.

Subsequent to the report's release, considerable interest was generated concerning the specifics of the case study findings, which, owing to space limitations in the national report, were limited to a few brief paragraphs. In an effort to comply with public requests for more detailed information, Commission staff have prepared monographs for each of the case studies. These monographs were written from the extensive field notes already collected and supplemented, if needed, with further interviews in each community. They reflect, in detail, the original case study purpose of finding which local policies, practices, and programs in each community surveyed contributed to peaceful desegregation and which ones did not.

It is hoped that the following monograph will serve to further an understanding of the school desegregation process in this Nation.

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I. BACKGROUND

During the past 10 years, Peoria School District 150 has made halting efforts to desegregate its public schools. The schools were not pressed to begin the desegregation process by the courts, the Federal Government, or the State of Illinois; rather, the district's efforts to desegregate were locally initiated and generally approved by Peoria's citizens, civil rights leadership, the business community, the school board, and the educators. Peoria's early desegregation efforts were judged in 1972 to have achieved only "contingent compliance" when measured against State of Illinois desegregation standards.[1] The State assessment of the local schools was followed by an apparent backward movement in the actual level of desegregation.

The 1970 census indicated that the city population was close to 127,000 persons, with about 112,000 white citizens and 14,500 black citizens making up the total. Persons of Hispanic origin were a small portion of Peoria's total population. Black persons were 11.5 percent of the city's total population.[2]

In 1968, the year actual desegregation efforts began in Peoria, the schools had a total population of nearly 27,000 students. Of this number, approximately 5,000 (18 percent) were minorities (mainly black) and 22,000 (82 percent) were white. Faculty composition in 1968 numbered 1,311 white staff (95 percent) while the 73 minority staff members accounted for only 5 percent of Peoria's salaried educators.[3]

In 1966 when initial planning for desegregation began, minority students were concentrated in 9 of Peoria's 39 schools. Twenty of the city's schools had white enrollments of more than 98 percent, indicating the most minimal percentage of minority students in more than half the city's schools. Four schools were totally white.[4]

II. HISTORY

The school board examined local enrollment figures in 1966 and concluded that Peoria's schools should move with the national mood which supported continuing civil rights progress. A 15-member Citizens Committee for Quality Education was created by the board to study school segregation in Peoria and to report on its findings. The study committee included business, professional, and community leaders. One member, State Representative Fred Schraeder, noted at the time of the group's formation that the committee was "pretty much in agreement with the whole community...that segregation was a problem."[5]

The citizens committee supported efforts to desegregate Peoria's schools immediately and concluded among themselves that their views reflected the general attitude of citizens of the city. Julian Venezky, who initially chaired the committee's work, noted, "When we started there was very little opposition to desegregating the schools. A broad spectrum of people were in favor of desegregation."[6]

Dr. Kalman Goldberg, a Bradley University professor and organizer of the Federation for School Integration, agreed that there was community support for desegregation, "We wanted to let school people...know that there was broad community support, even insistence, that they [the school board] come out and express themselves in favor of desegregation."[7]

A report of the citizens committee to the board of education in April 1967 detailed a program of school pairing, limited boundary changes, and the busing of students from schools with large black enrollment to schools with few or no black students.[8] However, the board took no immediate action on the committee's recommendations and instead voted in June 1967 to undertake a two-part program which included: (1) a pilot program for busing black

students into white schools to compare the achievements of the bused students with inner-city children who would not be bused; and (2) a study of questions relating to improved achievement in a desegregated environment.[9]

The board's initial action did not entirely please those members of the citizens committee and persons in the community who wanted to see a more complete desegregation plan put into effect. As discussion of desegregation issues grew more heated, forces opposed to busing and in favor of neighborhood schools became more vocal. Individual citizens throughout Peoria began to take sides on the question and to pressure the school board for further action.

In November 1967 the board issued a policy statement, and the following July adopted a "Plan to Assure Quality Education and Equality of Education Opportunity in Peoria Public Schools." The plan, soon shortened to "Quality/Equality," outlined the board's position on the effects of a segregated educational system:

> We have seen and are convinced that the de facto segregation which exists in the district is educationally unsound and, therefore, cannot be tolerated. We believe de facto segregation is educationally unsound because (1) it contributes to a growing sense of alienation among children in the inner-city; (2) it denies children of all races opportunities to learn how to work effectively with others in a multi-cultural and multi-racial nation and world; (3) it contributes to an atmosphere of hopelessness and despair which makes it increasingly difficult to obtain and keep qualified teachers in the inner-city schools; (4) it continually reminds the Negro child of his separateness and of the discriminatory ways which have bound his world since birth; and (5) it deprives children of all races the chance to learn that personal worth and dignity and inner substances are the qualities that matter.

The plan further stated:

> We believe that integration is a national goal and that this goal must be pursued not only at the Federal level but also at the State and local

> levels. We further believe that while schools have not caused the existing de facto segregation in the City of Peoria--the schools can and must be leaders in the attempt to eliminate de facto segregation and to effect integration, and so the Peoria Board of Education commits itself to this goal. These goals must be pursued within the framework of the best possible education for each and every child.

Finally, the plan called for change:

> The Board fully realized that the Peoria Public Schools must be integrated promptly to insure quality education and equality of educational opportunities for all children.[10]

III. THE DESEGREGATION PLAN AND IMPLEMENTATION

The board's plan, fully detailed in a 103-page document, called for the realignment of school boundaries, the use of the middle-school concept, a building program for new schools, one-way busing, desegregation training and preparation programs for teachers and staff, increasing efforts to hire minorities, and improvement of the curriculum through use of multiracial materials. (A summary of the three-phase desegregation plan is included in appendix A.)

The plan was quickly put into effect to coincide with the fall 1968 opening of Peoria's schools. A few incidents of limited physical violence occurred but the Peoria Journal Star, in its account of the desegregation process noted, "There were no major incidents. Busing, at least on a limited basis and as long as it did not involve advantaged whites, seemed to work well in Peoria."[11]

The local community seemed to be in basic agreement about desegregation. The business community publicly had supported the concept. The school board had taken a leadership role and openly supported desegregation. The school administration had participated willingly in the planning process and was actively involved in implementation. The media reported on desegregation activities fairly and accurately.[12] Meanwhile, the religious community supported desegregation of the schools but remained in the background and was not vocal in its support. Similarly, the city council did not take a public stand (but did demonstrate support for desegregation in Peoria through the passage of a strong open housing ordinance).[13]

Civil rights leaders in the city, although expressing some concern with possible inadequacies in the plan, supported the actions of the school board and were in agreement with the expressed intention of eliminating

segregation. "We had a feeling. We had a faith," reported John Gwynn, president of the Peoria chapter of the National Association for the Advancement of Colored People (NAACP). Mr. Gwynn added, "We felt that this was a city that would go ahead and do what was right without us having to file a suit."[14]

The busing of students soon showed its effects in the racial composition of many Peoria schools. Using State of Illinois guidelines for analyzing school segregation, Peoria's schools showed immediate apparent improvement. During the previous school year, 1966-67, State criteria had classified 25 of Peoria's 39 public schools as segregated. However, by 1968-69, the first year of the desegregation plan, some 340 students out of a total of 26,739 were bused for the purpose of desegregation, and the number of schools classified as segregated had been reduced to 16. By the 1971-72 school year, the total number of segregated schools had been reduced to 10 while the number of students bused for desegregation had increased to approximately 1,000 (out of a total of about 25,000 students).[15]

Segregation and Resegregation

By 1972 the desegregation status of the Peoria schools had been affected by rulings made by the Illinois Department of Public Instruction. The State department issued guidelines defining a segregated school as being one which fails to reflect, within 15 percentage points, the actual proportion of minority students and/or minority personnel within the system. School systems not in compliance with the State's guidelines or not having a plan to achieve compliance within a reasonable period faced the possible loss of State funds and possible legal action by the State.

The Illinois Department of Public Instruction, in 1972, found the Peoria school district not in compliance with State guidelines. However, because the district had a desegregation plan in effect, the State found it in "contingent compliance" with the guidelines and allowed the district to continue with its plan.[16]

Since the 1971-72 school year and the State's finding of "contingent compliance," the Peoria school district has not been able to meet the State's school desegregation standards. Total minority enrollment rose from

approximately 21 percent in 1971-72 to 27 percent by 1975-76. Meanwhile, the number of schools which failed to meet the State's desegregation guidelines increased from a low of 10 (during 1971-72) to 20 by 1975-76.[17] Thus, by 1976 more than half of Peoria's schools were not in compliance with State guidelines.

In some respects, the Peoria schools during the 1970s began to look more segregated than even prior to the initiation of desegregation. In 1966 Peoria's minority students were concentrated in nine schools; eight of these schools failed to meet State guidelines because they had an overpopulation of minority students. By the 1975-76 school year, the district had a total of nine schools which had an overpopulation of minority students by State standards.

Earlier, the district had successfully eliminated the all-white schools which had existed in 1966 and had desegregated one other high school which was found to be segregated (under State guidelines). However, within the district as a whole, there was a reduction only in the number of segregated schools from a total of 25 to 20 (when measured against the State's criteria).

Student enrollments over the 10-year period from 1966 to 1976 indicated that Peoria's schools were actually becoming resegregated. Schools which had achieved compliance with State guidelines during the early 1970s fell into noncompliance as the school district failed to maintain minority enrollments in individual schools within 15 percentage points of the district's total minority enrollment.[18]

The problem was straightforward: minority enrollment in Peoria's schools rose 30 percent between 1968 and 1975 while white enrollment dropped by 19 percent during the same period (see appendix B). In a changing situation, the district's desegregation efforts had not kept pace.

Peoria's Mood Changes

The daily Peoria Journal Star newspaper viewed the stalled desegregation effort as the result of changes in membership of the local school board and the attitudes of many of the citizens of Peoria. Since 1969, five of the present seven members of the school board had run on

election platforms supporting neighborhood schools as opposed to the use of public transportation (busing) for desegregation purposes.[19] Some of these school board members proceeded to adopt positions supporting the desegregation of Peoria's residential neighborhoods as a means of resolving problems in the schools, a position representing a complete reversal of the board's reasoning in its 1967 "Plan to Assure Quality Education and Equality of Education Opportunity in Peoria Public Schools."[20]

Some teachers and parents also changed their opinions--moving from strong support of desegregation and busing in 1966-68 to mere continued support of desegregation and opposition to busing in 1976. One grade school teacher, an officer of the Peoria Teachers Association and mother of school-age children, noted that her attitude toward the busing of students has reversed completely over the past 10 years and she now is opposed busing as a means of achieving desegregation.[21] A black parent commented, "Busing doesn't help any. I'd rather see them build low-income housing by Richwoods school...than bus my kids out there. I really don't believe this busing is any good."[22]

Over the years, the administrative leadership of Peoria district schools changed and with this change has come a shift in official viewpoint on school desegregation questions. Neither the current superintendent nor the associate superintendent of schools expresses support for the conclusion, originally expressed in the late 1960s by the school board, that educational segregation has a direct effect upon the learning process and the overall achievement of minority students. Peoria Superintendent Harry Whitaker comments, "I don't believe that a white youngster has to sit next to a black youngster before the black youngster can learn. I don't believe the reason for the black youngster's failure is because he has not sat next to a white youngster."[23]

The district's associate superintendent, Dennis Gainey, who was the principal author of the 1968 "Quality/Equality" desegregation plan, had by 1976 arrived at a view paralleling that of Superintendent Whitaker: "If you are talking about learning math, reading, physical education, I really don't see a great deal of good of mixing the races." Mr. Gainey added, "As far as academics, I really have

nothing to show that, if programs and teachers are equal, that you need white kids for someone to learn."[24]

The Desegregation Plan Today

The 1968 "Quality/Equality" plan called for the Peoria schools to be "integrated promptly," but this goal has not yet been achieved. The plan dealt with other aspects of local school operations and results in these areas have been mixed. Minority student enrollment increased from 18 percent (approximately 5,000 minority students out of a total enrollment of 27,000) in 1968 to 27 percent in 1975 (6,400 minorities out of a total of nearly 24,000 students). However, while the proportion of minority students in the Peoria schools was rising, increases in minority faculty employment over the same period were limited. In 1968 minority faculty members comprised 5 percent of Peoria's school teachers (73 minority faculty members out of a total of almost 1,400). By 1975 this number had risen, but only to the point where minorities were then holding 7 percent of the system's instructional positions (94 out of about 1,300).[25] These figures must be read in light of the Peoria schools' earlier commitment to increase the proportion of minority faculty among its personnel.

In other areas of school employment the record is mixed but perhaps somewhat better: minorities make up 25 percent of the schools' assistant superintendents, but only 15 percent of the counselors, librarians, and deans, and 15 percent of noncertified employees.[26]

A central aspect of the "Quality/Equality" plan was the initiation of the middle-school concept and a new building program to improve physical facilities. The building program was tied, in many ways, to local school referenda. However, the "Quality/Equality" plan stated that "the plan...will be implemented regardless of whether new buildings are built and regardless of the outcome of any bond referendum"[27] Nevertheless, school bond referenda have failed on a number of occasions and the middle-school concept has not gone forward.[28]

Teacher training and curriculum changes called for in the "Quality/Equality" plan have been carried out but in varying degrees depending upon the school, principal, and teachers involved. Interviews with teachers indicate mixed

results. Teachers who were motivated to take advantage of training and curriculum materials found them to be of assistance; other teachers and staff believe the program and curriculum materials were of little or no use. A common assessment was that, because training and curriculum assistance were not mandatory, they reached only those teachers who volunteered--in other words, those least in need of attitudinal change. A complementary view held that the training did not show thorough preparation or serious intent.[29]

The Minority Community Enters Court

The failure of the "Quality/Equality" plan to provide the results that many citizens expected resulted in local minority leadership's filing suit against the school district in Federal court in October 1975. The suit charged that the schools allegedly continued to discriminate against minorities, have failed to abide by State laws regarding desegregation, and that many of the schools were not in compliance with State guidelines on desegregation. The suit is still pending.[30]

The State of Illinois Acts

On January 8, 1976, the Illinois Office of Education announced that Peoria District 150 was not in compliance with State desegregation guidelines. The State found 20 Peoria schools not in compliance and ordered the district to submit detailed desegregation plans. The order noted that failure to do so could result in a loss of funding and further legal action by the State. A new plan from the district has now been received by the State and is currently under review.[31]

Superintendent Harry Whitaker agreed that Peoria's schools should be within the State guidelines, but has also argued that the district should not be made to bus white students to predominantly black schools to achieve this end: "We believe in integration. There's no question about that," Mr. Whitaker stated, "but we don't believe in integration to the point that we have to move youngsters back and forth. We think that that is going to be detrimental....My goal is not to re-segregate District 150, but, hopefully, to maintain the community as it is now." Superintendent Whitaker added, "I would hope the natural

integration that has been taking place because of an open job market and open housing will continue."[32]

"Natural Integration"

Superintendent Whitaker's optimism with regard to "natural integration" is subject to a degree of scrutiny in view of the mixed record on residential desegregation in Peoria. The city's open housing ordinance has been credited with producing some positive change in residential patterns. However, these gains are offset by the fact that, over the years, the city's public housing population has grown increasingly black. Thus, for instance, school desegregation on Peoria's far south side must now be entirely reprogrammed in light of the high concentration of black families who have moved into the once predominantly white, blue-collar Harrison Homes project, which is located in the area. The middle-school concept (which has not been implemented in Peoria) still offers the potential, through careful planning, for serving as a means of drawing city residents into multiracial living situations as an outgrowth of the involvement and interest of parents in the middle schools. The city's central urban renewal area offers one possible site for new middle-school construction and residential development.

Peoria's Schools Today

Following its 1976 review of the desegregation status of Peoria's schools, the Illinois Office of Education assigned a consultant to review the school district's desegregation plan. The consultant recommended the closing of the five remaining predominantly black inner-city schools and the busing of students from these schools to largely white schools.

These recommendations were forwarded to the Peoria school district for its consideration and response. The district held public meetings on the proposed closing and found that the community response was overwhelming negative. On January 3, 1977, the school board unanimously rejected the State's recommendations. The State's consultant observed that school closings were but one of many suggested approaches to the problems of desegregating Peoria's schools. On April 14, 1977, the State board of education voted to waive partially its desegregation guidelines for

Peoria, and granted the school district an additional 1 year to bring the remaining schools into compliance.

IV. CONCLUSIONS

• Community leaders in the city of Peoria, including school board members, business leaders, school administrators, civil rights leaders, and, to a limited degree, teachers, parents, political leaders, and the religious community, gave early support to the concept of desegregating Peoria's schools. In addition, these leaders were, to varying degrees, in support of the district's Quality/Equality desegregation plan developed in 1968.

• The Quality/Equality desegregation plan has failed to live up to the expectations of many community leaders. It has failed to eliminate segregation from the district's schools (according to State criteria), it has failed to reduce the growing gap between minority faculty employment and minority student enrollment, and it has failed to initiate the middle-school program which was designed to bring about desegregation as well as improved educational quality.

• The attitudes and opinions of many in the Peoria community have changed during the 10-year desegregation process. Those changing attitudes are reflected in the election of school board members who have favored the neighborhood schools concept and opposed the use of pupil transportation to achieve desegregation.

NOTES

1. The Peoria Journal Star, Jan. 9, 1976.

2. U.S., Department of Commerce, Bureau of the Census, 1970 Census of Population data.

3. U.S., Department of Health, Education, and Welfare, 1968 figures.

4. The Peoria Journal Star, Jan. 6, 1976.

5. The Peoria Journal Star, Jan. 5, 1976.

6. Ibid.

7. Ibid.

8. Ibid.

9. Ibid.

10. Peoria, Ill., District 150, A Plan to Assure Quality Education and Equality of Educational Opportunity in Peoria Public Schools, District 150, July 15, 1968 (hereafter cited as Q/E Plan).

11. The Peoria Journal Star, Jan. 5, 1976.

12. Staff interviews in Peoria, Ill., Jan. 26-27, 1976.

13. Ibid.

14. The Peoria Journal Star, Jan. 7, 1976.

15. The Peoria Journal Star, Jan. 6, 1976.

16. The Peoria Journal Star, Jan. 9, 1976.

17. The Peoria Journal Star, Jan. 6, 1976.

18. Ibid.

19. The Peoria Journal Star, Jan. 7, 1976.

20. Ibid., and staff interviews of school board members in Peoria, Ill., Jan. 26-27, 1976.

21. Staff interview in Peoria, Ill., Jan. 27, 1976.

22. The Peoria Journal Star, Jan. 9, 1976.

23. Ibid.; staff interviews in Peoria, Ill., Jan. 26, 1976.

24. Ibid.

25. See appendix B and The Peoria Journal Star, Jan. 6, 1976.

26. William McD. Frederick, attorney for Peoria School District, letter to Valeska S. Hinton, Midwestern Regional Office, U.S. Commission on Civil Rights, Sept. 15, 1976.

27. Q'E Plan, p. 4.

28. The Peoria Journal Star, Jan. 4, 1976.

29. Staff interviews in Peoria, Ill., Jan. 26-27, 1976.

30. Coates v. Illinois State Board of Education, No. 75C3362 (N.D. Ill., filed 1975).

31. Leo Wilson, assistant director of equal educational opportunity, Illinois Office of Education, telephone interview, Oct. 20, 1976.

32. The Peoria Journal Star, Jan. 4, 1976.

APPENDIX A

A PLAN TO ASSURE QUALITY EDUCATION AND EQUALITY OF EDUCATIONAL OPPORTUNITY IN PEORIA PUBLIC SCHOOLS, DISTRICT 150

Adopted by the Board of Education

July 15, 1968

The following plan is submitted by the administrative staff to the Board of Education of School District 150 as the initial phases of a program to assure quality education throughout the district and equality of educational opportunity for all pupils of the district.

This plan includes revamping grade level structures, changing and enlarging attendance units, altering curricular offerings, and eliminating de facto segregation. It is not a one-shot effort, but is a part of a continuing effort that has been going on for years to upgrade education in Peoria Public Schools. It is an imaginative, bold effort to keep pace with the educational necessities of our school district, our community and our nation.

One of the major educational deficits in urban school systems such as Peoria's is the segregation of races in certain schools and the deterioration of the educational processes because of this segregation.

Because of this segregation, in August of 1966, the Board of Education of School District 150 adopted the following resolution:

> "That this Board direct the President of this Board to establish a committee to study ways to insure quality education of all children across the entire community and to consider the prevention of segregation and the elimination of separation of children in public schools because of color, race, nationality or economic conditions."

Such a committee was formed, worked industriously and efficiently and produced some very enlightening reports.

From that committee's report of April 11, 1967, the fact that Hines Elementary School and Loucks Elementary School, both being almost ideally integrated, produced better overall achievement results than did the predominantly segregated Negro schools, was a local fact pointing glowingly to the advantages of integrated education.

In response to the recommendations of that committee, this Board of Education in November of 1967, adopted the following statement:

> "We believe that integration is a national goal and that this goal must be pursued not only at the Federal level but also at the State and local levels. We further believe that - while schools have not caused the existing de facto segregation in the City of Peoria - the schools can and must be leaders in the attempt to eliminate de facto segregation and to effect integration, and so the Peoria Board of Education commits itself to this goal. These goals must be pursued within the framework of the best possible education for each and every child."

At the present time, a general survey of District building needs, grade level structure and other pertinent features, is under way. This survey will take into consideration the desire of the Board and administrative staff that School District 150 adopt a single grade level system for the whole district

On the Southside of Peoria, the present system is K-6 elememtary schools, grades 7 - 9, junior high schools, and a three-year senior high school; in the major portion of the rest of District 150, as constituted prior to annexation of Richwoods Township, the system is K-8 with two senior four-year high schools; and in the newly annexed Richwoods Township area the system includes a number of different systems, some being K-4, some K-5 with intermediate steps of 5, 6, 7 and 8, or 6, 7 and 8, and a senior high school of four years.

The educational consultants now surveying the district have been instructed to study carefully the merits of a system of elementary schools, K - 4, middle schools, 5 - 8, and secondary schools of four years. This basic reorganization of the grade level structure would probably necessitate middle schools of larger attendance areas which by their location and size would enhance racial integration.

While it seems impractical to consider changed locations in the high school attendance centers, there is nothing sacred in the areas from which these attendance centers draw. It appears that at least one secondary attendance center must be built. The decision on where this new unit should be located will be based on information resulting from the survey.

The above general discussion of middle schools and secondary schools gives the direction for the future in that regard. Primary units must be altered also because many of the school buildings in the inner-city are very old and in such bad condition they cannot long be continued as school housing facilities. Patterns of urban renewal now being planned must be considered as they develop.

THE PLAN

A bond referendum is planned for next spring to provide funds for the construction of new school buildings to solve the shortages of classrooms in the district. The Board fully realizes that the Peoria Public Schools must be integrated promptly to insure quality education and equality of educational opportunities for all children.

We have seen and are convinced that the de facto segregation which exists in the district is educationally unsound and, therefore, cannot be tolerated. We believe de facto segregation is educationally unsound because (1) it contributes to a growing sense of alienation among children in the inner-city; (2) it denies children of all races opportunities to learn how to work effectively with others in a multi-cultural and multi-racial nation and world; (3)it contributes to an atmosphere of hopelessness and despair which makes it increasingly difficult to obtain and keep qualified teachers in the inner-city schools; (4) it continually reminds the Negro child of his separateness and of the discriminatory ways which have bound his world since birth; and (5) it deprives children of all races the chance to learn that personal worth and dignity and inner substance are the qualities that matter.

It should be clearly understood also, that the Illinois Supreme Court and the Statutes of the State of Illinois require the elimination of the separation of the races in the schools because such separation is educationally unsound. Thus the law requires us to move in the direction we are here pointing. Our evaluation of the educational merits of integrated schools requires us to move in that same direction. We are dedicated to moving in this direction and, therefore, the plan as established here will be implemented regardless of whether new buildings are built and regardless of the outcome of any bond referendum. However, any easing of housing facilities by new building, which will be made possible by a successful bond referendum, will greatly increase both speed with which we can move and the quality which we achieve.

After the results of the building survey are available about January 1, 1969, more specific plans can be made for Phase 3 which calls for movements toward a change in grade level structure and enlarged attendance centers, especially in the middle grades.

PHASE I--1968-69 (Revised)

Step I - Transport Douglas School pupils in grades 1-2-3 to the following schools:

Grade 1 (72)		Grade 2 (73)		Grade 3 (64)	
Tyng	- 35	Kellar West	- 26	T. Jefferson	- 13
Kellar East	- 28	Rolling Acres	- 29	Tyng	- 15
Sipp	- 9	Sipp	- 9	Sipp	- 11
		Columbia	- 9	W. Wilson	- 20
(Total 209 students)				Rolling Acres	- 5

Step 2 - Transport Washington School pupils in grades 1-2-3-4 to the following schools:

Grade 1 (46)		Grade 2 (36)	
Columbia	- 18	Whittier	- 26
C. Coolidge	- 9	Von Steuben	- 10
Von Steuben	- 9		
White	- 10		(Total 163 students)

Grade 3 (38)		Grade 4 (43)	
C. Coolidge	- 20	White	- 14
Von Steuben	- 18	Whittier	- 29

Siblings in grades 4, 5, and 6 of pupils who are being transferred under this plan may attend the same school as their brothers and sisters through the present exception to boundary policy, if space is available (enrollment less than 30) at their grade level. The transportation arrangement for these pupils will be the same as that provided in Steps 1 and 2.

Step 3 - House one class of 5th graders and all 6th and 7th graders in the Academically Gifted program at Washington School.

Step 3 - Change the school attendance boundary between Greeley and Irving Schools by moving that area bounded by Adams, Wayne, and Washington Streets (Taft Homes apartments 101-178) from the Irving attendance area to the Greeley attendance area. (78 students)

RELATED PROGRAMS FOR 1968-69

1. Establish a Cooperative Work Study Program for former O.T. students from Roosevelt and Manual.

2. Sponsor Summer Institute on School Desegregation for Peoria Teachers at Bradley University.

3. Continue In-Service Training Programs for teachers and staff.

4. Include more Negro History in regular curriculum.

5. Employ more Negro teachers and administrators.

6. Use multi-racial reading textbook series.

7. Purchase additional library and audio-visual materials related to minority groups.

8. Revise Special Education offerings, under new director.

9. Begin planning for Area Vocational-Technical Center.

10. Establish tutored program for underachiever.

11. Expand counseling services.

12. Establish a noon milk program, Type C Lunch, in all elementary schools and investigate the possibility of providing a full lunch, Type A, in some elementary schools.

PHASE II--1969-70 (Revised)

Step 1 - Complete the phase-out of Douglas School

Step 2 - Make the Washington School a Laboratory School and house the Academically Gifted and other experimental programs there.

Step 3 - Move grade 9 from Trewyn and Roosevelt Junior High Schools to Manual High School, which will make it a four year high school like the others in the district.

Step 4 - Equalize racial imbalance between Trewyn and Roosevelt Junior High Schools.

Step 5 - Establish a continuation high school program.

RELATED PROGRAMS FOR 1969-70

1. Continue In-Service Programs on teaching disadvantaged children.
2. Continue Summer Institute for School Desegregation at Bradley University.
3. Make further curriculum revisions to give proper emphasis to minority groups.
4. Expand Special Education programs for socially and emotionally maladjusted pupils.
5. Employ additional teacher aides.
6. Expand lunch program in elementary schools.
7. Expand a tutorial program for underachievers.

PHASE III--1970-71 (Revised)

Restructure grade level organization and enlarge attendance centers, especially in the middle grades.

Every attempt will be made to begin the implementation of this phase by September 1969.

Obviously, specific plans for PHASE III must be approved by the Board of Education and they will be contingent upon the myriad of decisions between 1968 and 1970. Some of the factors which must be considered in making specific plans and decisions are:

1. Results and recommendations of DMR Survey Team.
2. Progress of Urban Renewal and relocation programs.
3. Outcome of proposed Building Bond Referendum.
4. Impact of Open Housing Ordinance.
5. Extent of commercial expansion in inner-city area.
6. Expansion and location of Special Education programs.
7. Passage of new school legislation.
8. Establishment of Area Vocational-Technical Center and continuation high school.
9. New classroom construction and/or utilization of portable or rental classroom facilities.

APPENDIX B

Peoria--A Case Study

A. Demography of Geographical Area.

1. Name: Peoria Public Schoo. District 150, Peoria, Illinois

2. Population: City - 126,962 Black - 14,492 Spanish Language - 1,200

3. Urban

4. Caterpillar: 33,300 employees
Keystone Steel: 3,000 employees
Hiram Walker: 1,067 employees
Pabst Brewing: 1,000 employees

B. Demography of School District.

1. Student Enrollment (Fall).

	Am. Ind.	Negro/ Black	Oriental Asian Am.	Sp. Sur.	White/All Others	Total
1968 (H.E.W.)	17	4,732	48	104	21,838	26,739
1970 (H.E.W.)	26	5,153	54	74	20,868	26,175
1972 (H.E.W.)	22	5,507	47	107	19,351	25,034
1974 (H.E.W.)	24	5,856	76	113	17,979	24,048
1975 (I.O.E.)	12	6,152	91	129	17,523	23,907

2. Faculty Composition (Fall).

	Am. Ind.	Negro/ Black	Oriental Asian Am.	Sp. Sur.	White/All Others	Total
H.E.W. Total 1968 Certificated	0	68	5	0	1,311	1,384
H.E.W. Total 1970 Certificated	0	86	4	3	1,254	1,347
H.E.W. Total 1972 Certificated	2	80	3	3	1,207	1,295
I.O.E. Total 1974 Certificated	1	93	2	3	1,195	1,294
I.O.E. Total 1975 Certificated	2	87	2	3	1,188	1,282

* U. S. GOVERNMENT PRINTING OFFICE : 1977 726-943/376